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The role of organization development values among engineering and technology faculty in shaping future thinking skills and workplace interpersonal relationships

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Abstract

This study investigated the relationship between organizational development values, futures thinking skills, and workplace interpersonal relationships among the engineering and technology faculty of Nueva Vizcaya State University (NVSU) for the academic year 2024–2025. Employing a mixed-methods approach, the study integrated both quantitative and qualitative research designs, with a descriptive-correlational method used to assess the interrelationships among these key variables. Data were collected using a validated and reliable research questionnaire, and analyzed through mean scores, Pearson correlation coefficients, and the Coefficient of Determination. Hypotheses were tested at a 0.05 level of significance, ensuring methodological rigor appropriate for social research. Findings revealed that faculty members uphold strong organizational values, particularly in trust and respect, reflecting a culture of honesty, competence, and professionalism. Their futures thinking skills were also highly developed, with adaptability and resilience emerging as dominant traits. Additionally, workplace interpersonal relationships were characterized by respect, empathy, and support, fostering a collaborative work environment. Statistical analysis confirmed strong positive and significant correlations between organizational values, futures thinking skills, and workplace interpersonal relationships. To address challenges such as workload balance, communication gaps, and resource limitations, the study developed 12 Organization Development (OD) intervention programs. The implementation and continuous assessment of these programs are recommended to enhance faculty engagement, innovation, and long-term institutional growth.

Keywords: organizational values, futures thinking, workplace relationships, OD interventions, faculty development

The role of organization development values among engineering and technology faculty in shaping future thinking skills and workplace interpersonal relationships

1. Introduction

In today's rapidly evolving world, organizations across all sectors face an unprecedented pace of change that necessitates continuous organizational development (OD). To remain operationally effective and competitive, institutions must foster a deeper organizational understanding rooted in strategic values. OD is a multidisciplinary field encompassing psychology, sociology, human resource management, adult education, and organizational behavior. It promotes a positive organizational culture grounded in collaboration, respect, integrity, and inclusiveness, while also establishing systems designed to enhance efficiency, solve existing challenges, and drive sustainable growth (Mishra, 2024). Higher education institutions (HEIs) are not exempt from these demands. They operate within a volatile, uncertain, complex, and ambiguous (VUCA) environment that includes shifting pedagogical paradigms, rapid technological advancements, changing societal expectations, and increased institutional competition. To navigate these challenges effectively, HEIs must prioritize organizational development as a strategic imperative. In the context of education, OD involves aligning institutional goals with strategies, structures, and resources to achieve academic excellence and improved student outcomes. Central to this process are core values such as collaboration, innovation, inclusivity, and integrity, which enable institutions to adapt meaningfully to change while fulfilling their social responsibilities.

The present study posits that organizational development values (ODVs) significantly shape the futures thinking skills and workplace interpersonal relationships of faculty members in engineering and technology. Given the innovative and fast-paced nature of these fields, OD values like adaptability, collaboration, innovation, and ethical conduct are vital for fostering a culture of forward-thinking and effective problem-solving. Futures thinking—encompassing strategic foresight, visioning, and systems thinking—is particularly relevant in these disciplines, where anticipating emerging trends and responding proactively is crucial (OECD, 2021). When OD values are institutionalized, faculty members are more likely to adopt proactive mindsets, strengthen interdisciplinary collaboration, and develop innovative solutions across boundaries.

Strong OD values not only support the cultivation of futures thinking but also foster positive workplace interpersonal relationships. A culture of mutual respect, transparent communication, and trust contributes to greater job satisfaction, increased productivity, and sustained professional growth. As highlighted by Strengthscape (2024), organizational values are foundational to understanding individual motivation, perception, and behavior. These values—deep-seated, enduring, and often shaped by cultural and organizational influences—guide attitudes and moral judgments, becoming integral to one's identity. Their internalization within the organization is essential for aligning personal and institutional goals, and thereby for facilitating effective organizational development.

The concept of "futuring" as a verb, advocated by Douglas Rushkoff at FutureFest 2018 (as cited by Prosser & Basra, 2019), invites a more dynamic understanding of the future—not as a fixed endpoint but as a process shaped by deliberate action and strategic insight. Futures thinking, therefore, shifts the focus from "What will happen?" to "What could happen?", fostering a mindset that actively seeks possibilities, mitigates risks, and builds resilience through systemic analysis. Applied to organizational development, this approach emphasizes a holistic understanding that includes mental health, identity, self-help, and performance—factors that are often interwoven with workplace dynamics and interpersonal relations. Proactively addressing these interconnected elements enhances both individual well-being and organizational efficiency.

In parallel, Apostol et al. (2024) emphasize the critical role of workplace interpersonal relationships in organizational success, particularly within Asian academic institutions where cultural diversity and hierarchical

structures influence social dynamics. Effective communication, respect, and collaboration are not just desirable but essential for nurturing a harmonious and productive work environment. Strengthening these relationships leads to reduced conflict, greater teamwork, and a stronger institutional identity, especially in academic settings where collaboration is pivotal.

At Nueva Vizcaya State University (NVSU), the engineering and technology faculty face key challenges that offer opportunities for institutional and professional development. One of these is the need to align organizational development values with the personal and professional ideals of faculty members. Enhanced alignment can foster a deeper sense of engagement, belonging, and motivation—factors closely tied to improved performance and job satisfaction. Another area of growth involves strengthening futures thinking skills among faculty. As engineering and technology fields evolve, the ability to anticipate change and implement forward-looking strategies becomes increasingly essential. This calls for greater access to training, exposure to global innovations, and the integration of foresight into pedagogy and research.

Finally, challenges in workplace interpersonal dynamics—stemming from diverse cultural backgrounds, communication styles, and resistance to change—highlight the need for targeted interventions. Resistance often arises from discomfort with uncertainty or a preference for familiar routines, which can hinder the internalization of OD values and slow the development of futures thinking capacities. Additionally, balancing academic and administrative responsibilities may limit opportunities for faculty to engage in meaningful dialogue and collaboration. Addressing these issues through structured organizational development programs can enhance both interpersonal relationships and institutional resilience. Ultimately, this study aims to explore the interplay between OD values, futures thinking skills, and workplace interpersonal relationships among the engineering and technology faculty of NVSU. The insights gathered will inform strategies to cultivate a more adaptive, forward-thinking, and collaborative academic community.

2. Related Literature

This study is anchored in Ludwig von Bertalanffy's Systems Theory of Organization (1950), which conceptualizes organizations as interconnected subsystems that work collectively to form a cohesive whole. Though initially intended for analyzing organizations from an external viewpoint, Systems Theory has since evolved into a powerful framework for understanding internal organizational dynamics. It emphasizes the importance of interdependence, where a change in one part of the system can trigger significant effects across the entire organization. The researcher adopts this theory for several compelling reasons. First, Systems Theory supports core organizational development (OD) values such as awareness of self and system, integrity, continuous learning, and collaborative engagement, which help align individual behaviors with collective goals and promote organizational sustainability. Second, the theory aligns closely with future thinking skills—such as visioning, systems thinking, and strategic foresight—which are essential in helping organizations anticipate change, adapt to complexity, and thrive amid uncertainty. Finally, Systems Theory underscores the importance of healthy interpersonal relationships in fostering effective communication, collaboration, and systemic cohesion, where trust, empathy, and mutual understanding among members ensure the system operates smoothly.

Organizational development values (ODV), as defined by Yoon et al. (2020), serve as guiding principles that shape both individual and collective actions within an organization. These values include awareness of self and system, which encourages individuals to understand their roles within a broader context and to address issues holistically. Integrity ensures that actions align with ethical standards and cultural norms, building trust both internally and externally. Continuous learning and innovation highlight the importance of ongoing development and the implementation of new ideas, while courageous leadership involves taking principled action even in the face of opposition. Embracing diversity and inclusion fosters a culture that values different perspectives, promoting innovation and equity. Collaborative engagement emphasizes inclusive participation from all stakeholders, reinforcing collective ownership of goals. Trust and respect help cultivate a psychologically safe environment, where empathy and mutual appreciation are central. Client growth and strategic practicality further

contribute to long-term sustainability by empowering stakeholders to achieve practical outcomes aligned with both personal and organizational objectives.

Another major construct in this study is futures thinking skills. According to Anduyan et al. (2024), futures thinking involves exploring trends, identifying signals of change, and envisioning alternative scenarios. This skill set equips individuals, leaders, and educators to proactively address emerging challenges and opportunities. It comprises several dimensions: visioning and goal setting involve articulating a preferred future and crafting long-term strategic objectives; systems thinking promotes a holistic understanding of interrelated elements within a system; strategic foresight enables anticipation of future scenarios through analysis of current trends; and innovative pedagogy supports the development of creative, future-oriented teaching approaches. Ethical and reflective practice ensures that actions today consider their long-term moral impact, while adaptability and resilience empower individuals to respond effectively to rapid change, ensuring continuous improvement despite external disruptions.

Lastly, workplace interpersonal relationships are another crucial element in this study. As described by Apostol et al. (2024), these relationships encompass the dynamic interactions among employees and are key to building a cohesive, high-performing organization. Trust forms the foundation for open collaboration and dependable teamwork, while empathy enhances interpersonal understanding and reduces conflict. Respect for diversity and individual contributions helps maintain a professional and inclusive workplace environment. Support refers to the encouragement and assistance provided among colleagues, especially during challenging times, which boosts morale and productivity. Conflict resolution involves managing disagreements constructively through communication and compromise. Mutual understanding, achieved through active listening and open dialogue, strengthens team cohesion and ensures alignment in goals and expectations. These dimensions of interpersonal relations play a pivotal role in fostering a harmonious and effective organizational system.

Together, Systems Theory, organizational development values, futures thinking skills, and interpersonal relationships provide a comprehensive theoretical foundation for this study, offering deep insight into the dynamics that sustain and advance effective organizational systems. Yoon et al. (2020) sought to identify Organization Development (OD) values to guide practitioners from a future-oriented perspective, a concept that the present study adapts. While Caga (2022) evaluated the impact of organizational values (OV) on organizational effectiveness (OE), the current study shifts the focus toward exploring the relationship between organizational values, futures thinking skills, and workplace interpersonal relationships. Baaco et al. (2020) conducted a developmental study on various OD interventions. In contrast, this study narrows its focus specifically to OD values. Similarly, Khattak et al. (2023) examined the historical evolution and definitions of OD, whereas the present research concentrates on the role of OD values in shaping futures thinking and workplace relationships. Mishra (2024) emphasized OD as an evidence-based approach to enhance organizational effectiveness and adaptability. While the present study also addresses OD, it prioritizes its values and includes faculty as respondents. Kanna et al. (2022) utilized a descriptive design to study OD interventions, while the present study employs a mixed-method approach for a more comprehensive analysis.

In relation to Futures Thinking, Fernandez and Gonzales (2015) conducted a qualitative study on integrating Futures Thinking within colleges in Zamboanga City. The current study, however, focuses specifically on measuring futures thinking skills among engineering and technology faculty. Similarly, while Thompson (2016) synthesized research on the relationship between Futures Thinking and strategic planning, the present study correlates Futures Thinking skills with organizational development values and workplace interpersonal relationships. Reyes and Cruz (2016) investigated faculty perceptions and attitudes toward Futures Thinking in universities in Zamboanga City. Although the present study also involves faculty respondents, it differs in both framework and instrumentation. Martinez (2017) explored best practices for enhancing Futures Thinking within educational leadership programs through a case study, whereas this study focuses on the specific assessment of futures thinking skills. Garcia and Torres (2017) provided a comparative analysis of Futures Thinking practices

across various colleges, while the present study centers on the development and correlation of futures thinking skills. Smith and Davis (2018) advocated for integrating Futures Thinking pedagogy into higher education, and Santos (2019) assessed faculty competencies related to Futures Thinking in Zamboanga City colleges. However, the present study specifically examines these skills among engineering and technology faculty members.

Internationally, Brown and Wilson (2019) presented best practices for building Futures Thinking capacity within state universities, while Johnson (2020) proposed a comprehensive framework for capacity-building. Unlike these studies, the present research develops a context-specific framework suited to the Philippine setting. Similarly, Sulasula (2023) conducted a needs assessment for Futures Thinking across state universities and colleges in the Zamboanga Peninsula Region, whereas the current study specifically evaluates futures thinking skills. Regarding workplace interpersonal relationships, Quarmyne (2018) examined these dynamics at the University of Ghana Business School, while the current study investigates them among engineering and technology faculty at a state university. Obakpolo (2015) similarly explored the importance of interpersonal relationships but differs from the present research in terms of framework and research environment. Muhammad et al. (2018) studied how interpersonal relationships influence job performance among employees. In contrast, this study correlates interpersonal relationships with both organizational development values and futures thinking skills. Raymund (2014) focused on administrators' interpersonal skills and influence, whereas the current research centers on faculty members.

Stephanou and Giorgali (2020) explored how employees' attributions of interpersonal relationships relate to dispositional forgiveness. The current study, however, investigates how these relationships correlate with futures thinking skills among faculty. Homiga and Jasper (2024) examined employee relationships in a corporate setting, whereas the present study addresses these relationships within a university environment. Szostek and Łapińska (2020) investigated how workplace relationships impact employees' psychosomatic well-being. In contrast, the current research focuses on their correlation with futures thinking skills. Meanwhile, Wójcik and Poroszewska (2023) studied hybrid work's impact on interpersonal relationships in HR departments, whereas this study targets engineering and technology teachers as respondents. Liversage et al. (2023) conducted a scoping review of interventions aimed at improving workplace relationships, while the present study assesses the existing quality of workplace interpersonal relationships across two other constructs. Bankole (2023) examined how organizational commitment and interpersonal relationships affect library personnel's work performance. However, the current research focuses on how OD values influence workplace interpersonal relationships.

Lastly, Mohammed et al. (2023) studied interpersonal challenges among senior high school students, whereas the present study focuses on faculty members using a different framework and instruments. Abdullah and Azam (2021) explored the impact of interpersonal relationships, workload, and work environment on job stress. In contrast, the present study treats workplace interpersonal relationships as a dependent variable influenced by organizational development values and futures thinking skills.

3. Methodology

Research Design. This study utilized a mixed-methods design, specifically a convergent parallel type, to examine how organizational development (OD) values among engineering and technology faculty influence their futures thinking skills and workplace interpersonal relationships. According to Damyanov (2023), this design integrates qualitative and quantitative data collected simultaneously, offering a comprehensive understanding of the research topic. Quantitative methods objectively measured relationships between OD values and the two outcomes, while qualitative methods, analyzed using NVivo 10, captured faculty perceptions and experiences for deeper insights. The convergent parallel approach allowed the integration of both data types, enriching the analysis. Additionally, a descriptive-correlational method was employed to explore the natural relationships among the constructs without manipulation, following Polit and Beck's (2021) framework. This method identified patterns and associations, providing critical information for future research and practical interventions aimed at enhancing faculty development, organizational effectiveness, and workplace dynamics. strategies and

making informed decisions to support a more effective and cohesive educational environment.

Research Environment. Nueva Vizcaya State University (NVSU), with campuses in Bambang and Bayombong, offers a dynamic environment for research on organizational development values and futures thinking skills. At Bambang, the Colleges of Engineering and Industrial Technology focus on technical innovation and practical skills, providing a foundation for exploring how OD values influence engineering education. Bayombong's College of Engineering emphasizes advanced research and interdisciplinary projects, complementing Bambang's initiatives. Meanwhile, the College of Arts and Sciences contributes insights from information technology and computer science, enriching the study by highlighting how organizational values and interpersonal relationships shape academic growth and professional collaboration across disciplines.

Respondents of the Study. The respondents for this study will consist of 86 engineering and technology faculty of the university which is 78.18% from a total of 110 from the identified four colleges in the university mentioned in the research environment. They will be chosen using Slovin Formula. Table 1 shows the frequency and percentage distribution of the respondents per college.

Table 1
Frequency and Percentage Distribution of the Respondents by School

College	Number of Teachers	Number of Respondents	Percentage
Engineering-Bambang	19	15	78.94
Industrial Technology-Bambang	48	37	77.08
Arts & Sciences-Bayombong	19	15	78.94
Total	110	86	78.18

Sampling Procedure. In this study, the researcher utilized a stratified sampling technique to select the engineering and technology faculty-respondents from the four colleges of the Nueva Vizcaya State University as mentioned in the research environment. The colleges will serve as distinct strata, ensuring that each college is proportionately represented. Within each stratum, a simple random sampling procedure will be employed to randomly select participants, ensuring that the sample is representative of the faculty population across different colleges using Slovin Formula.

Research Instrument. In order to gather the needed data for this research investigation, the following research instruments were utilized:

Organization Development Values Descriptive Questionnaire. This study employs a 63-item questionnaire developed and validated by Anduyan et al. (2024), grounded in the research framework established by Yoon et al. (2020). The questionnaire encompasses key dimensions including awareness of self and system, integrity, continuous learning and innovation, courageous leadership, diversity, collaborative engagement, trust and respect, client growth and development, and strategic practicality. The instrument demonstrated high internal consistency and reliability, as evidenced by a Cronbach's alpha of 0.819, ensuring that the questionnaire reliably measures the intended constructs across its various dimensions.

Futures Thinking Skills Survey Form. This 36-item questionnaire, developed and validated by Anduyan et al. (2024), comprehensively addresses key dimensions such as visioning and goal setting, systems thinking, strategic foresight, innovative pedagogy, ethical reflection, and adaptability. The instrument demonstrated exceptional internal consistency, as evidenced by a Cronbach's alpha of 0.875, indicating that the questionnaire is a highly reliable tool for assessing these critical aspects.

Workplace Interpersonal Relationships Survey. This 36-item questionnaire, developed and validated by Apostol et al. (2024), is designed to measure workplace interpersonal relationships across six dimensions: trust, communication, empathy, respect, support, and conflict resolution. The instrument has demonstrated outstanding internal consistency, with a Cronbach's alpha of 0.906, underscoring its high reliability for assessing these key aspects.

Data Gathering Procedure. To conduct this research, the researcher first sought formal approval from the President of Nueva Vizcaya State University. This request was supported by a recommendation letter from the Dean of the College of Arts and Sciences, endorsed by the dissertation adviser and the chair of the panel of examiners. Upon receiving official permission, the researcher coordinated with the deans of various colleges to facilitate the administration of the research instruments and manage the collection of completed questionnaires. Before distributing the questionnaires, all respondents were thoroughly briefed on the study's purpose, objectives, and significance to the organization. To ensure the reliability and validity of the results, participants were encouraged to respond honestly and thoughtfully. Once the completed questionnaires were collected, the data were carefully tallied, tabulated, and subjected to rigorous statistical analysis to address the research questions outlined in Chapter I. In addition, qualitative data gathered through open-ended questions at the end of the questionnaires were analyzed using NVivo 10, a qualitative data analysis software. NVivo was used to code, organize, and categorize narrative responses into thematic patterns, allowing the researcher to extract meaningful insights from participants' experiences and perceptions. This combined approach ensured both depth and accuracy in the interpretation of the findings, thereby enhancing the overall credibility and richness of the research outcomes.

Statistical Treatment of Data. The data gathered through the questionnaire was analyzed using the following statistical tools.

*Mean***.** This was utilized to determine the perceived organization development values, futures thinking skills, and workplace interpersonal relationships of the respondents.

Pearson-r. This was used to determine the significant relationship between the respondents' perceived organization development values, futures thinking skills, and workplace interpersonal relationships.

4. Results and Discussion

Problem 1. What is the perception of the engineering and technology faculty of the Nueva Vizcaya State University of their organization development values along awareness of self & system, integrity, continuous learning & innovation, courageous leadership, diversity, collaborative engagement, trust & respect, client growth & development, strategic practicality?

Data in Table 2 in the succeeding page show the mean and qualitative description of the perceived organization development values of the engineering and technology faculty of the Nueva Vizcaya State University where the study is conducted.

Table 2
Mean and Qualitative Description of the Respondents' Perception of their Organization Development Values (n=86)

Organization Development Values	Area Mean	Qualitative Description
Awareness of Self and System	4.21	Very Good
Integrity	4.38	Very Good
Continuous Learning and Innovation	4.27	Very Good
Courageous Leadership	4.05	Very Good
Diversity	4.32	Very Good
Collaborative Engagement	4.13	Very Good
Trust and Respect	4.39	Very Good
Client Growth and Development	4.27	Very Good
Strategic Practicality	4.15	Very Good
Grand Mean	**4.24**	**Very Good**

Data in Table 2 show that the respondents perceived to have a very good level of organization values as shown by 4.24 computed grand mean. All the dimensions of this construct were also rated as very good. The dimensions on trust and respect receive the highest area mean of 4.39 showing that the engineering and technology faculty of NVSU prioritize trust and uphold mutual respect in the university as an organization which

is a strong indication of honesty, competence and a very strong culture of trustworthiness. Other dimensions were also perceived to be very good by the respondents like integrity with a mean of 4.38, continuous learning and innovation, client growth and development comes third having both an area mean of 4.27; awareness of self and system got an area mean of 4.21, strategic practicality (4.15), and collaborative engagement (4.13). It is noted by the current researcher that the dimension of courageous leadership garnered the lowest area mean of 4.05 but still have a very good qualitative description indicating opportunity for enhancement. The said result could be interpreted to mean that while the university recognized leadership competence, there could be areas for enhancement in posting smart decision-making, risk-taking and resilience among its leaders

Problem 2. What is the perception of the respondents of their futures thinking skills along visioning and goal setting, systems thinking, strategic foresight, innovative pedagogy, ethical and reflective practice, and adaptability and resilience?

Table 3
Mean and Qualitative Description of the Respondents' Perception of their Futures Thinking Skills (n=86)

Future Thinking Skills	Area Mean	Qualitative Description
Visioning and Goal Setting	4.29	High
Systems Thinking	4.12	High
Strategic Foresight	4.17	High
Innovative Pedagogy	4.23	High
Ethical and Reflective Practice	4.18	High
Adaptability and Resilience	4.30	High
Grand Mean	**4.22**	**High**

Data in Table 3 show that the respondents have a high level of future thinking skills as shown by the computed grand mean of 4.22. The highest among the dimensions of this research construct is adaptability and resilience with an area mean of 4.30 (high), followed by visioning and goal setting with an area mean of 4.29; innovative pedagogy (4.23, high); ethical and reflective practice (4.18, high); strategic foresight is also described as high with an area mean of 4.17; and systems thinking though received the lowest area mean of 4.12 but still described qualitatively as high. According to Anduyan et al. (2024), futures thinking includes skills such as strategic foresight, scenario planning, and analyzing trends and issues, that equip individual members of the organization with strategies and competencies to actively shape the future of their organization rather than merely reacting to changes that come.

Problem 3. What is the perception of the respondents of their workplace interpersonal relationships along the dimensions of trust, empathy, respect, support, conflict resolution, mutual understanding?

Table 4
Mean and Qualitative Description of the Respondents' Perception of their Workplace Interpersonal Relationships (n=86)

Workplace Interpersonal Relationships	Area Mean	Qualitative Description
Trust	4.32	High
Empathy	4.39	High
Respect	4.44	High
Support	4.36	High
Conflict Resolution	4.19	High
Mutual Understanding	4.30	High
Grand Mean	**4.33**	**High**

It can be seen in Table 4 that the respondents perceived to have a high level of workplace interpersonal relationships as shown by 4.33 computed grand mean. Of the six dimensions of this research construct considered in this present investigation, respect garnered the highest area mean of 4.44, followed by empathy with 4.39; support with an area mean of 4.36; while trust got a mean score of 4.32. The two lowest dimensions though still perceived to be on a high level by the respondents are mutual understanding (4.30) and conflict resolution (4.19). According to Ganiyu (2023), optimum workplace interpersonal relationships will always benefit the work environment to include employees who are motivated to engage in teamwork and synergy that

will lead to efficiency and productivity. When organization members are valued and respected, their morale is high and this contributes to a higher level of job satisfaction and wellness. It will also contribute to creativity and better conflict resolution in the workplace.

Problem 4. Is there a significant relationship between the perceived organization development values of the respondents and their futures thinking skills and workplace interpersonal relationships?

To assess the significance of the relationship between the perceived organizational development values of the engineering and technology faculty, the researcher utilized the Pearson correlation coefficient. Table 5 presents the correlation coefficient results for these two study variables.

Table 5
Correlation Coefficient between Organization Development Values and Future Thinking Skills of the Respondents (N=86)

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organization Development Values vs Future Thinking Skills	0.877*(High positive correlation)*	0.212	78.67%	Very Significant

Degrees of Freedom: 84 Level of Significance: 0.05

Table 5 reveals that the computed correlation coefficient of 0.877 far exceeds the critical r-value of 0.212 at a 0.05 confidence level with 84 degrees of freedom. As a result, the null hypothesis is rejected, confirming a highly significant relationship between the perceived organizational development values and future thinking skills of the engineering and technology faculty at Nueva Vizcaya State University. Furthermore, the positive correlation coefficient indicates a direct relationship between these two variables—meaning that as organizational development values strengthen, future thinking skills also improve.

The above results could be interpreted to mean further that organization development values as perceived by the respondents can predict future thinking skills by about 78.67 percent. The rest of the characteristics of future thinking skills can only be predicted by factors other than the perceived organization development values of the respondents. In other words, 78.67 percent of the variance of future thinking skills can be explained by the variance of organization development values as perceived by the respondents. Furthermore, 21.33 percent of the variance of future thinking skills can be explained by the variance of other variables. This is known as the coefficient of alienation.

The research findings reveal a strong and positive correlation between perceived organizational development values and future thinking skills among respondents. This suggests that employees who recognize and internalize strong development values within their organization are more likely to demonstrate enhanced future thinking skills. These findings carry significant implications, reinforcing the idea that organizations that effectively integrate their core values into people management and operational processes create a cohesive environment. In such settings, individuals align their actions with the organization's ethical standards and strategic objectives, fostering a culture of foresight and innovation. This forward-thinking approach not only strengthens shared values and commitment but also enhances overall organizational productivity (Strengthscape, 2024).

Table 6 below shows the correlation coefficient between the perceived organization development values of the respondents and their workplace interpersonal relationships. Table 6 highlights a highly significant relationship between the perceived organizational development values and workplace interpersonal relationships among the engineering and technology faculty at Nueva Vizcaya State University. This is evident from the computed correlation coefficient of 0.884, which far exceeds the critical r-value of 0.212 at a 0.05 significance level with 84 degrees of freedom. These findings confirm that the connection between these two variables is

statistically significant, providing strong evidence to reject the null hypothesis. In other words, the results indicate that faculty members who perceive strong organizational development values are more likely to experience positive and cohesive workplace relationships.

Table 6
Correlation Coefficient between Organization Development Values and Workplace Interpersonal Relationships of the Respondents (N=86)

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organization Development Values vs Workplace Interpersonal Values	0.884 *(High positive correlation)*	0.212	78.14%	Very Significant

Degrees of Freedom: 84 Level of Significance: 0.05

The above results could be interpreted to mean further that organization development values as perceived by the respondents can predict workplace interpersonal relationship by about 78.14 percent. The rest of the characteristics of workplace interpersonal relationship can only be predicted by factors other than the perceived organization development values of the respondents. In other words, 78.14 percent of the variance of workplace interpersonal relationship can be explained by the variance of organization development values as perceived by the respondents. Furthermore, 21.86 percent of the variance of workplace interpersonal relationship can be explained by the variance of other variables. This is known as the coefficient of alienation.

The research findings reveal a strong and positive correlation between perceived organizational development values and workplace interpersonal relationships. This suggests that employees who recognize and embrace high organizational development values are more likely to cultivate strong and positive interactions within the workplace. Building on this correlation, the researcher firmly believes that a clear integration of organizational values into development practices ensures that interventions are not only effective but also ethically grounded. Organizational development values serve as a foundation for strengthening workplace relationships, fostering a supportive and collaborative environment. By upholding these values, employees can effectively navigate conflicts, build mutual trust, and contribute to a culture of harmony and respect within the organization.

Problem 5. Is there a significant relationship between the respondents' futures thinking skills and workplace interpersonal relationships?

Table 7 in the succeeding page shows the correlations coefficient between the respondents' perceived future thinking skills and workplace interpersonal skills. Table 7 demonstrates a highly significant relationship between the respondents' perceived future thinking skills and workplace interpersonal relationships. This is evidenced by the computed correlation coefficient of 0.874, which substantially exceeds the critical r-value of 0.212 at a 0.05 significance level with 84 degrees of freedom. These findings indicate that the connection between future thinking skills and workplace interpersonal relationships is statistically significant. The strong correlation provides sufficient evidence to reject the null hypothesis, affirming that individuals with well-developed future thinking skills are more likely to foster positive and effective workplace relationships.

The results could be interpreted to mean further that future thinking skills as perceived by the respondents can predict their workplace interpersonal relationship by about 76.39 percent. The rest of the characteristics of workplace interpersonal relationship can only be predicted by factors other than the perceived future thinking skills of the respondents. In other words, 78.14 percent of the variance of workplace interpersonal relationship can be explained by the variance of future thinking skills as perceived by the respondents. Furthermore, 23.61 percent of the variance of workplace interpersonal relationship can be explained by the variance of other variables. This is known as the coefficient of alienation.

Table 7

Correlation Coefficient between Future Thinking Skills and Workplace Interpersonal Relationships of the Respondents (N=86)

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Future Thinking Skills vs Workplace Interpersonal Values	0.874 *(High positive correlation)*	0.212	76.39%	Very Significant

Degrees of Freedom: 84 Level of Significance: 0.05

The research findings reveal a strong and positive correlation between perceived future thinking skills and workplace interpersonal relationships. This suggests that respondents with higher levels of future thinking skills are more likely to cultivate better workplace relationships. Building on these findings, the researcher firmly believes that future thinking skills play a crucial role in shaping the interpersonal dynamics of engineering and technology faculty at Nueva Vizcaya State University. These skills not only enhance communication and collaboration among faculty members but also encourage goal-oriented thinking, enabling them to proactively address challenges. When educators share a vision for the future and demonstrate adaptability, their discussions become more constructive, fostering an environment of shared foresight and resilience in the ever-evolving field of engineering and technology. Moreover, the strong connection between future thinking skills and workplace interpersonal relationships drives collaboration, mutual innovation, and support within the academic community. By embracing a future-oriented mindset, faculty members can cultivate active and meaningful relationships built on openness, trust, and shared purpose. Their collective efforts to anticipate and meet the evolving demands of the organization contribute to a forward-thinking culture—one that minimizes conflicts, strengthens teamwork, and enhances overall workplace cohesion and productivity (Anduyan et al., 2024).

5. Conclusions

- The engineering and technology faculty of NVSU uphold strong organizational values, particularly in trust and respect, reflecting a culture of honesty, competence, and trustworthiness. This demonstrates the faculty's commitment to maintaining ethical and professional standards within the university.
- Faculty members exhibit a high level of future thinking skills, with adaptability and resilience being the strongest dimension. This suggests that they are capable of navigating challenges and embracing change, which is essential for academic and professional growth.
- Workplace interpersonal relationships among faculty members are strong, with respect, empathy, and support being the most prominent qualities. This indicates a positive and collaborative work environment that fosters teamwork and professional engagement.
- A very significant relationship exists between organizational values and future thinking skills, emphasizing that a strong foundation in ethical and professional principles contributes to faculty members' ability to think strategically and adapt to future challenges.
- Organizational values and workplace interpersonal relationships are highly correlated, indicating that a well-established culture of integrity and trust directly influences how faculty members interact and collaborate within the university.
- Future thinking skills and workplace interpersonal relationships are interrelated, showing that faculty members who demonstrate adaptability, innovation, and strategic foresight are more likely to build strong and meaningful connections with their colleagues.

- While faculty members exhibit strong organizational values, future thinking skills, and workplace interpersonal relationships, challenges such as workload balance, communication gaps, and resource limitations hinder their full potential. The development and implementation of 12 Organization Development (OD) intervention programs aim to address these issues, fostering a more supportive, innovative, and resilient academic environment.

5.1 Recommendations

- The university through the Human Resource Development Office should implement regular training programs focused on ethics, trust-building, and professional integrity to reinforce the strong organizational values already present among faculty members. Additionally, policies that promote transparency, accountability, and mutual respect should be reviewed and enhanced.

- To further improve adaptability, resilience, and strategic foresight, the university should provide continuous learning opportunities such as workshops, seminars, and mentorship programs that focus on innovation, technological advancements, and industry collaboration. This will help faculty members stay ahead of emerging trends and challenges.

- Given the high level of workplace interpersonal relationships, the university should continue to foster a positive work environment by encouraging open communication, teamwork, and inclusivity. Initiatives such as peer support groups, faculty recognition programs, and regular team-building activities can strengthen interpersonal relationships among faculty members.

- To address workload balance concerns, the university through the Office of the Vice President for Academic Affairs should establish clear guidelines for workload distribution and implement a fair and transparent system to ensure faculty members are not overburdened. Hiring additional staff or offering flexible workload arrangements can help reduce burnout and improve productivity.

- Budget constraints and resistance to change hinder innovation and industry partnerships. The university through the finance department and its research and development unit should seek external funding opportunities, establish stronger partnerships with industry stakeholders, and encourage faculty members to engage in research and development projects that align with industry needs.

- To further enhance workplace interpersonal relationships, the university through the Human Resource Development Office should provide training on conflict management, active listening, and effective communication. Establishing a structured grievance resolution mechanism can also help address workplace concerns in a fair and timely manner.

- The 12 Organization Development (OD) intervention programs developed from this study should be carefully implemented and regularly assessed for effectiveness by the colleges where the engineering and technology faculty belong. The university should involve faculty members in the planning and evaluation process to ensure that these programs address their specific needs and contribute to long-term institutional growth.

- Replicate the study in other research settings, incorporating socio-professional variables such as academic rank, years of service within the organization, and leadership style, as these factors may influence organizational development values, futures thinking skills, and workplace interpersonal relationships.

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